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The Considerations for Planning Marketing Education Courses in Virginia

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THE CONSIDERATIONS FOR PLANNING MARKETING EDUCATION COURSES
IN VIRGINIA

A Research Paper

Presented to

The Graduate Faculty
of the Department of Occupational and Technical Studies
of Old Dominion University

In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree

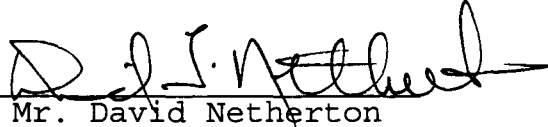
by
Stephanie Gilmore

April 1994

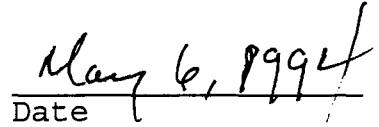
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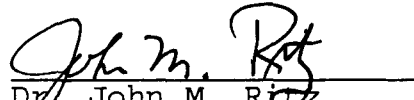
This research paper was prepared by Stephanie Gilmore under the direction of Dr. John Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

Approval By:



Mr. David Netherton
Advisor
Occupation and
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Date


Dr. John M. Ritz
Advisor and Graduate
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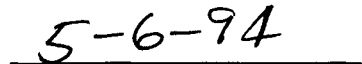

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CHAPTER I

INTRODUCTION

Marketing education has been an asset to the business community since its inception, preparing educated professionals for various careers in marketing and distribution. Due to changing technologies, schools have to educate students differently than in the past in order to meet the demands of new job markets. Thus, educators must be prepared to transfer this new and evolving workplace knowledge into the curriculum.

In 1935 the term distributive education became a standard expression used to teach marketing related courses. By the early 1980's, the term marketing education began to surface as a replacement title for Distributive Education. Today, "marketing" is commonly used within the field of education when addressing marketing education.

The teaching content for marketing programs has been in a constant state of change. In Virginia, questions have been asked as to whether a core curriculum for marketing education should be developed. This would enable the school systems within the state to design their marketing programs upon a strong foundation derived from a common core of marketing competencies that would provide programs that were more viable to businesses and the community.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the course considerations a local marketing education program should use to plan its new course offerings.

RESEARCH GOALS

The following questions need to be answered in order to solve the research problem.

1. Should business and marketing teachers collaborate to design an entrepreneurship course?
2. Should entrepreneurship be taught as a separate course in the marketing department?
3. Should Principles of Marketing be offered as a year-long course instead of a semester course?
4. Should students studying under the cooperative method of instruction complete basic employability skills?
5. Should DECA be taught in class?
6. Should marketing education be a three year program so that enrollment would increase?
7. Should all coordinators join together in each school to participate in joint training/orientation on policies and procedures for co-op students?
8. Should non-co-op students be required to complete an internship or perform other community service work outside the classroom?

BACKGROUND AND SIGNIFICANCE

Marketing Education dates back to the early 1930's. It prepared students for entry level jobs through its training and educational programs. Marketing Education also provided students with short term courses and certificate programs outside of regular school hours for school youth and adults (Marketing Education Student Orientation Handbook, 1988, p. 4).

The mission of marketing education at the prebaccalaureate level is to prepare educated youth for tomorrow's careers in marketing; to prepare students for further study in post secondary and other marketing-related education training programs; to assist in the improvement of marketing techniques and to build understanding of a wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system. Secondly, Marketing Education has the mission to represent marketing related instruction to adult workers seeking to improve individual skills and productivity (Marketing Education in Virginia, Field Review Draft, 1992, p. 1).

Marketing education allows students to develop knowledge, skills, and attitudes needed to enter careers in marketing and other marketing-related occupations of interest. The program involves cooperation between the high school and marketing businesses in the community (Marketing Education Student Orientation Handbook, 1988, p. 4). The program has ten functions:

Sales promotion

Market Planning

Employment

Human Relations

Personal Selling

Self Development

Marketing Mathematics

Distribution

Economics

Planning

This study was based on information gathered about the marketing education Programs in Virginia. The results of the study will assist leaders of marketing education as they plan future courses.

LIMITATIONS

The research was limited to the north, south, and western regions of Virginia. The research was restricted to information obtained from marketing teachers and department heads within the three regions.

ASSUMPTIONS

The following assumptions were applied to the study:

1. Marketing educators would provide information about how to improve marketing programs in Virginia.
2. The information would assist in the development of future courses for marketing education.
3. The community would benefit from initiatives that marketing education would consider for the future.

PROCEDURES

A survey form was developed and mailed to marketing teachers and department heads in the three regions of the state. The results were tabulated and documented according to each region. Significant responses were identified and reported.

DEFINITION OF TERMS

The following terms are found in this study.

- Marketing Education - Education for students preparing or engaged in marketing goods or services to the public, including all retail, wholesale, or service occupations.
- Career - An occupation or profession.
- Co-op - A combination of on-the-job training and classroom instruction.
- Marketing - The process of determining and satisfying the needs and wants of those who consume products and services.

OVERVIEW OF CHAPTERS

Chapter I provided background about marketing education and stated the research problem which was to determine considerations local marketing education programs should use to plan its new course offerings. Chapter I also stated the goals of the research, background and significance, and assumptions and limitations. Chapter II contains the review of literature for the study, Chapter III outlines the method and procedures used in the study, Chapter IV contains the findings and Chapter V includes the conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter an overview of the literature on the initiatives marketing education should consider in order to improve programs in Virginia. It includes information about the latest course trends and courses that have been implemented in marketing education. Courses such as International Trade and Marketing, Marketing Management, Tech-Prep, Sports and Entertainment Marketing, Classroom-On-the-Mall, and Hotel/Motel Marketing are among the most popular new courses offered by marketing programs in schools systems within Virginia. Such programs help students become more adaptable to the transition from school into the workforce.

Traditionally vocational courses are taught only in specific disciplines. More recently vocational educators began considering joint course offerings. Some teachers believe that all vocational disciplines could collaborate to design one course that could be shared and utilized by all. (Marketing Teachers, 1994) Entrepreneurship is relevant to and taught in most of the vocational courses. It could be taught as a separate course in the marketing department, the business department, the work and family studies department, and the technology education department. Another example is the Business Management course taught in the business department. This is a course that could be taught as a course for all of vocational education, and certainly could be taught in the marketing or business department. (Stanley, 1994)

Throughout Virginia there has been some question as to whether Principles of Marketing should be a year long course or as semester course. With the onset of marketing being offered on a one or two credit basis, I feel that we don't need a year long Principles of Marketing class. If we're going to keep, the semester course is better just in terms of giving students an overview of marketing. (Smith, 1994)

There have been some consideration as to whether or not marketing students not in co-op classes should be required to complete on basic employability skills as well as doing internship or marketing-related community service work outside of the classroom. Students need to develop basic foundation in interviewing skills, human relations, and job applications. Many non-co-op students are taking the marketing classes for one credit because they do not have the extra time to work. Many of the students are following a "college bound track" and need time to study. These students learn some work skills through simulation and role playing activities in the classroom. (Ruse, 1994)

Coordination is a large part of the cooperative programs in Virginia. Suggestions have been made to conduct the joint training and orientation on policies and procedures for coordinating the co-operative program. Some schools already do this within their school or within their school districts. It certainly would promote more unity within all the cooperative programs. (Smith 1994)

There have been several suggestions as to how to improve enrollment in the marketing programs in Virginia. Educators views

as to whether or marketing education should be a two or three year program vary. I think that there should always be some kind of foundations course to ninth and tenth graders to expose them to the marketing program and career choices. Also, some teachers believe that covering Distributive Education Clubs of America (DECA) topics in the classroom would help boost enrollment. (Ruse, 1994)

STUDENT INTEREST

Marketing education is an elective and student interest is important when it comes to students enrolling in marketing education programs. Therefore, marketing educators need to market themselves to help boost program enrollment.

In order for teachers to increase their enrollment within their programs, they need to first critique their teaching strategies. The use of non-traditional teaching methods are very appealing to students. Enrollments in traditional vocational education are dwindling and graduation requirements continue to emphasize academics (The Balance Sheet, 1993). Students want to know how course content will provide them with what employers will ask of them in the future. A study of the opinions of juniors and seniors in high school found that, "Students in marketing education considered the following attributes to be important: reputation of the class instructor and a variety of learning experiences used in class" (Marketing Educator's Journal; 1985).

TRENDS

Marketing education programs must change and adapt to the current economy. This will allow students an easy transition from school into the workplace with a realistic view of how the economy works. But in doing so the strong foundation upon which the marketing education program was built should not be disregarded in an attempt to develop new programs and materials. Marketing education areas of emphasis such as academic achievement, career development, occupational competency, and occupational transition should remain the focal points in marketing education programs. However, change will come as marketing develops as a discipline. The emerging service of marketing is just one example. Also, marketing education classrooms of the future should "stress sustained thinking about workplace responsibilities, tasks, and problems that are marketing in nature, and that have real consequences" (A Vision for Marketing Education, 1993).

Recently, new classes have been added to the marketing education programs which seem to show much promise in Virginia. Classroom-On-the-Mall in Virginia Beach, Virginia, and Sports and Entertainment Marketing in Fairfax, Virginia are good examples of such courses. The McClean High School International Trade and Marketing Program is another example of a new course being implemented into the marketing education program. The courses target students not normally attracted to traditional marketing courses and promote learning-by-doing through co-operative educational experiences and internships. The courses also offer the possibility of employment after graduation. If teachers link

the needs of industry and business with classroom instruction, they will produce well informed skilled students.

Many marketing programs in Virginia, as well as other states in the country, are presently working on teaming with business departments within their individual school systems. Joint work between the two departments have identified the following questions:

Should marketing classes be taught by business teachers?

Should business classes be taught by marketing teachers?

Should academic and vocational courses be successfully integrated?

How can the state prevent overlapping course content in business and marketing courses?

Community colleges are beginning to consider clustering marketing and business courses into one program. "If post secondary vocational education is to win over parents, business, and industry; administrators must continually evaluate programs to ensure that they're working" (Vocational Educator's Journal, 1993).

Tech Prep is a new federal program that offers improvement for marketing education programs. "There are many opportunities to work together. Marketing students should be well served if they had a thorough knowledge of spreadsheets. Why not develop a joint effort with business education to develop these skills in our students while concentrating on Marketing? This same logic would apply to all Vocational Programs" (Tech Prep, 1992). Tech Prep marketing courses are being developed in Virginia.

SUMMARY

This chapter has emphasized that student interest remains an important consideration when considering changes in marketing education programs. Also, teachers remain the key to recruiting students into their programs. New trends include stressing thinking skills and problem solving and introducing new courses such as Classroom-On-The-Mall, and Sports and Entertainment Marketing. Retail and fashion are still the major areas of emphasis in Marketing Education. Local school divisions within Virginia have introduced new courses such as International Marketing, Hotel and Motel Marketing, Sports and Entertainment Marketing, Marketing Management, and Recreation and Tourism Marketing to serve additional student populations and to strengthen the overall marketing education program.

CHAPTER III

METHODS AND PROCEDURES

The problem of the study was to determine the course considerations local marketing education programs should use to plan new course offerings. In order to obtain relevant, clear, decisive data about the problem, it was necessary to conduct a survey. This chapter outlines the methods and procedures used to conduct the survey. The following issues will be discussed in Chapter III: the population, procedures, administration of the instrument, data tabulation and the summary.

POPULATION

The population of this study consisted of marketing teachers and department heads in the three regions of Virginia. To ensure the validity of the research, a stratified sample of each region was taken. Appendix A contains a list of marketing teachers and departments heads who were surveyed. The total number of educators included in this study was 30.

PROCEDURES

The survey was developed and mailed to marketing teachers and department heads in the three major regions of Virginia. The survey questionnaire consisted of closed questions asking the respondent if they agree, disagree, strongly agree, strongly disagree or have no comment to each question. The research instrument can be found in Appendix B.

ADMINISTRATION OF THE SURVEY

The survey was designed to gather data that would help answer the research goals stated in Chapter I. The survey technique was used to obtain results from teachers and department heads in the three major regions in Virginia. The research results were compiled and the data was presented in a table in Chapter IV. The table indicated a need for future classes offered in the state. These projections should aid in the future planning of marketing education courses in Virginia.

SUMMARY

The methods and procedures for the research study were discussed in this chapter. The survey was mailed to marketing teachers and department heads within the three major regions of Virginia. This survey data will be analyzed in the next chapter through the use of a table and graphs.

CHAPTER IV

FINDINGS

The problem of this study was to determine the course considerations local marketing education programs should use to plan its new courses. This chapter present the data in table form. These statistics were taken from a survey of teachers representing the three regions of Virginia.

EXPLANATION OF TABLES

A list of marketing teachers surveyed can be found in Appendix A. Of the thirty educators surveyed 83% responded. Five of the thirty educators surveyed did not return their surveys.

Table I illustrates the categories that were chosen most often by the respondents. The results of the study were as follows:

1. Should Business and Marketing teachers should collaborate to design an entrepreneurship course?

Strongly agreed or agree=46%

Strongly disagreed or disagree=40%

2. Should Entrepreneurship be taught as a separate course in the Marketing Department?

Strongly agreed or agree=43%

Strongly disagreed or disagree=34%

3. Should Principles of Marketing be offered as year-long course instead of a semester course?

Strongly agreed or agree=36%

Strongly disagreed or disagree=36%

4. Should students studying under the cooperative method of instruction complete basic employability skills?
Strongly agreed or agree=47%
Strongly disagreed or disagree=37%
5. Should DECA be taught in class?
Strongly agreed or agree=50%
Strongly disagreed or disagree=27%
6. Should Marketing education be a three year program so that enrollment would increase?
Strongly agreed or agree=46%
Strongly disagreed or disagree=29%
7. Should all coordinators join together in each school to participate in a joint training/orientation on policies and procedures for coop-students?
Strongly agreed or agree=70%
Strongly disagreed or disagree=13%
8. Should non-coop students be required to complete an internship or perform other community service work outside the classroom?
Strongly agreed or agree=56%
Strongly disagreed or disagree=26%

TABLE I

RESPONSES

(A)	(B)	(C)	(D)	(E)
12	9	2	3	0
9	5	4	5	2
7	7	4	4	4
8	6	6	5	0
8	8	7	0	2
7	7	7	2	2
12	4	9	0	0
7	6	10	2	0

SUMMARY

This chapter discussed the findings of the research study. Table I showed the number of forms mailed versus the number of respondents. The table showed the degree of agreement teachers had for each question in the survey.

In the chapter that follows the data received will be summarized, conclusions will be drawn, comments will be summarized, and recommendations made.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summation of the four previous chapters. Conclusions were drawn according to the answers to the research goals found in Chapter I. Recommendations are made as to the findings in Chapter IV. It also discusses how some programs are currently using methods outlined in this study.

SUMMARY

The problem of the study was to determine the course directions marketing education programs should use when planning new course offerings. The following questions were answered in order to answer the research problem.

- A. Should business and marketing teachers collaborate to design an entrepreneurship course?
- B. Should entrepreneurship be taught as a separate course in the marketing department?
- C. Should Principles of Marketing be offered as a year-long course instead of a semester course?
- D. Should students studying under the cooperative method of instruction complete basic employability skills?
- E. Should DECA be taught in class?
- F. Should marketing Education be a three year program so that enrollment would increase?
- G. Should all coordinators join together in each school to participate in a joint training/orientation on policies and

procedures for coop-students?

- H. Should non-coop students be required to complete and internship or perform other community service work outside the classroom?

The review of literature gave an overview of initiatives that should be considered in order to strengthen the programs in Virginia. It discussed student interest, the roles of the teachers in reference to increasing student enrollment, and the current trends in marketing education. Random samples were taken from the three regions of the state for the survey. Ten educators were chosen from each region and a survey was mailed with a cover letter asking for their cooperation in the survey.

The findings from the survey were presented in table form. An explanation of the table was also given.

CONCLUSIONS

1. It was clear that there was a significant group of marketing teachers who do not wish to work with business teachers to design an entrepreneurship course. 40% disagreed with the idea that business and marketing teachers should collaborate in such a project. 43% versus 34% felt that entrepreneurship should be a separate marketing education course.
2. There is no clear answer to the question concerning whether Principles of Marketing should be taught as a one year course instead of a semester course. 36% agreed and 36% disagreed on the matter.
3. There a moderate agreement that students not in the under the

co-op program should complete some basic training in employability skills. 47% agreed and 37% disagreed on students completing basic training in employability skills.

4. There is a strong agreement for DECA to be taught in the classroom. 50% of the respondents agreed with the proposal as opposed to a 27% rate of disagreement.
5. There is a general agreement that marketing education be a three year program. 46% of the respondents agreed, and only 29% of the respondents disagreed with the proposal of a three year marketing education program.
6. There was an overwhelming majority of respondents in agreement for joint training/orientation on co-op policies and procedure for students in co-op programs. 70% of the respondents agreed versus the 13% who disagree with the training proposal.
7. There is a strong agreement that non-co-op students should be required to complete an internship or community service work. There were 56% of the respondents who agreed and 26% disagreed with this proposal.

RECOMMENDATIONS

The developers of new marketing education programs consider the following points when planning their program:

- A. Administrators should be very sensitive about combining traditional areas of content, particularly when dealing with marketing and business teachers.
- B. Curriculum designers of cooperative education programs should include instruction in employability skills in new courses or course updates.
- C. Marketing teachers should consider teaching DECA in classes.
- D. Administrators should consider offering a three year marketing program.
- E. Principals should schedule orientation meetings for all cooperative coordinators to coordinate policies and procedures dealing with cooperative education.
- F. Internships or community service work outside the classroom should be required for non-coop students.

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Tech Prep, Perspectives Magazine, 1992, p. 15-16.

The Balance Sheet; Integrating Academic and Vocational Education, 1993, p. 26.

Vocational Educators Journal; February, 1993, p. 4.

APPENDIX A
MARKETING TEACHERS SURVEYED

EAST

Norris Barnes
Arcadia H.S.
Rte. 13
Oak Hall, VA 23416

Brenda Crawley
John Marshall H.S.
4225 Old Brook H.S.
Richmond, VA 23227

Mark Evans
John D. Bassett H.S.
Rte. 4, Box 546
Bassett, VA 24055

Elizabeth Gates
Prince George H.S.
7801 Laurel Spring Rd.
Prince George, VA 23875

Jeff Langford
Bird H.S.
10301 Courthouse Rd.
Chesterfield, VA 23832

Sharon Mason
J.R. Tucker H.S.
2910 Parham Rd.
Richmond, VA 23229

Samuel Nock
Nandua H.S.
P.O. Box 489
Onley, VA 23418

Diane Parry
Maury H.S.
322 Shirley Ave.
Norfolk, VA 23517

June Pete
Dinwiddie H.S.
Box 299
Dinwiddie, VA 23841

Betty Wright
Atlee H.S.
10301 Atlee Station Rd.
Mechanicsville, VA 23111

NORTH

Diane Baynard
Centreville H.S.
6001 Union Mill Rd.
Clifton, VA 22024

James Butler
Warren County H.S.
240 Luray Ave.
Front Royal, VA 22630

Robin Eddy
Clarke County H.S.
Rte. 3, Box 5578
Berryville, VA 22611

Randy Long
Washington & Lee H.S.
Rte. 3
Montross, VA 22520

Lou Ann Owens
Faquier H.S.
705 Waterloo St.
Warrenton, VA 22186

Gregory Robertson
T.C. Williams H.S.
3330 King St.
Alexandria, VA 22302

Alvin Rosser
Washington Lee H.S.
1300 Quincy St.
Arlington, VA 22206

Howard Sheble
Robert E. Lee H.S.
6540 Franconia Rd.
Springfield, VA 22150

Lois Simmons
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Falmouth, VA 22405

Jenee Wing
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Spotsylvania, VA 22553

WEST

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Blacksburg H.S.
Patrick Henry Dr.
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South Boston, VA 24592

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Radford, VA 24141

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Amherst, VA 24521

Doyle Kelly
Franklin County H.S.
506 Pell Ave.
Rocky Mt., VA 24151

Roger Lovern
Salem H.S.
400 Spartan Ln.
Salem, VA 24153

Micheal Mason
Appalachia H.S.
205 Lee St.
Appalachia, VA 24219

Woodrow McCain
Martinsville Senior H.S.
351 Commonwealth Blvd.
Martinsville, VA 24112

Frank Morris
Coeburn H.S.
Coeburn, VA 24230

APPENDIX B
RESEARCH SURVEY

October 26, 1993

To whom it may concern,

I am currently in the process of completing my Master's Degree in the Darden College of Education at Old Dominion University. I am working with Mr. David L. Netherton on a research project to find out the direction in which educators would like to see Marketing programs go in the state of Virginia. The purpose of this study is to determine the initiatives Marketing Education should consider when planning its future.

I need your help to determine what types of courses and instruction will enhance the development of Marketing programs in the state of Virginia. I am asking that each of you fill out the attached survey and return them to me as soon as possible. A self addressed envelope has been inserted for your convenience.

I assure you that your name will not be revealed in my survey results. I appreciate your support and cooperation in completing the survey. Without your input, I would be unable to complete my research project.

Upon completion of the survey study, I will provide you with a brief description of the findings. If you have any questions after receiving the findings, please feel free to call me at 804-451-4928.

Sincerely,

A handwritten signature in cursive script that reads "Stephanie R. Gilmore".

Stephanie R. Gilmore

THE CONSIDERATIONS FOR PLANNING MARKETING EDUCATION COURSES
IN VIRGINIA

PURPOSE: The purpose of this study is to determine the program initiatives Marketing Education should consider when planning its future.

*** DIRECTIONS: Please darken in the space that represents your feelings about the statements below.

A = Agree B = Disagree C = Strongly Agree
D = Strongly Disagree E = No Comment

1. Business and Marketing teachers should collaborate on a core curriculum for an entrepreneurship course.
2. Entrepreneurship should be taught as a separate course in the Marketing Department.
3. Principles of Marketing should be taught as a yearly course instead of a semester course.
4. Students who intend to go into any Marketing Co-op program should be required to take a course to train them about basic employability skills such as job interviews, filling out applications, resumes, work permits, etc.
5. DECA should be taught in a class to enable students to become more actively involved with the program and the strength DECA competition on the local, state, and national levels.
6. A three (3) year Marketing program should be implemented in order to increase enrollment.
7. All coordinators should join together in each school and have a joint training/orientation about Co-op policies and procedures for all Co-op students.
8. Non-Co-op students should be required to do an internship or do some community service work outside of the classroom so that they will be able to relate real world experience to what they learn in the classroom.